

UNC Charlotte
Department of Music

Music Application to Graduate Internship (MAGI)

Policies & Procedures

Revision 1.1
15 November 2007

Music Application to Graduate Internship (MAGI)

The procedure by which a MAT student in a Music Education track student may be recommended for a Graduate Internship closely parallels the guidelines outlined on the College of Education website under the section **Criteria for Admission to the Graduate Student Teaching**¹. The student initiates the procedure by applying in writing to the Music Department Chairperson requesting placement in a graduate internship. Students may not participate in a graduate internship until all Phase I courses and all background requirements have been successfully completed with a “C” or better. In addition to fulfilling the College of Education requirements cited above, the student must obtain a letter from the Music Department Chairperson nominating the student to be placed in the Graduate Internship program.

The Music Department Chairperson will consult closely with the Coordinator of Music Education, the advisor, and other knowledgeable Music Department and COED faculty. If, in the professional opinion of these faculty, the student possesses the necessary musical, technical, and artistic/interpretive skills for a qualified beginning music teacher, and also exemplifies the conduct, attitude, maturity, judgment, ethical standards, and dedication expected in the teaching profession, the Department Chairperson will write a letter to this effect to the College of Education nominating the student to the graduate internship.

If it is determined by the Department Chairperson that a student is not ready to be nominated, the student may request a private hearing before a review board consisting of a COED representative, the Music Department Chairperson, the Coordinator of Music, and a faculty advocate for the student (chosen by the student). At this hearing the student will present evidence documenting that the student does in fact possess the professional qualities outlined above. Following the student’s presentation, the board will confer privately and reach a decision. This decision is final and not actionable. If the board upholds the denial of the nomination, the student may remediate any deficiencies noted by the board, and reapply for nomination not less than one calendar year from the original date of application for nomination. If the board grants the nomination, the letter will be written immediately, and the student will enter the Graduate Internship without prejudice.

Once nominated, the Music Education Coordinator will coordinate with the College of Education and place the Intern into a suitable environment with a Cooperating Teacher approved by the Music Department. Considerations for placement may include quality of instruction offered at the school or district, the relative personalities of the Cooperating Teacher and the Intern, accessibility for the student as well as the University Supervisor, compatibility of teaching philosophies and methods, and other administrative or professional concerns. When possible, the Internist’s preferences of placement will be taken into account, but will not necessarily be a determining factor (lateral-entry Internists will be placed in their own school). Placement decisions are final and not actionable or subject to appeal. In no case may an Internist seek reassignment once the semester has commenced.

¹ http://education.uncc.edu/ofe/grad_mat_apps.htm

Music Application to Graduate Internship (MAGI) Writing Guidelines and Requirements

This serves as an aid to guide the composition of your letter of application to Graduate Internship. Your letter should be formal, typed, error-free, and conform to the standards enumerated in the *Publication Manual of American Psychological Association 5th Edition*. This letter will be read by the Music Department Chairperson, The Coordinator of Music Education, other relevant and knowledgeable faculty from the Music Department and the College of Education, and if there is a private hearing held to reverse a declined nomination to student teaching, the members of that convened panel.

The letter of application must be submitted no later than October 1st for Spring Student Teaching and no later than March 1st for the Fall Student Teaching. Upon receiving this letter, the Music Department Chairperson will solicit written evaluations from your teachers. Having received these evaluations, the Music Department Chairperson will either elect to recommend or not recommend you to student teaching. In either case, a letter will be composed citing the reasons for the decision and copies sent to you, your advisor(s), and the College of Education.

The decision to either recommend or not recommend your placement into student teaching will be based upon the following criteria: 1) The completion to a satisfactory level all requirements for Phase I of the MAT in Music Education. 2) Your Musical Development as evidenced by your understanding and application of Music Theory, History, Pedagogy, and the like as evidenced by your completion of all the background requirements or successful completion of any remediation. 3) Technical Development and proficiency on your instrument and those instruments and skills required by normal music teachers as evidenced by your completion of all the background requirements or successful completion of any remediation. 4) Artistic/Interpretive Skills in your playing, conducting, and/or compositions as evidenced by your completion of all the background requirements or successful completion of any remediation. 5) Your conduct, attitude, maturity, and judgment as are becoming a professional musician and educator. 6) Your understanding of and adherence to the Ethical Standards widely accepted in music¹ and education². 7) Your dedication to the fields of music and education, as evidenced by your activism, professional development efforts, membership in your professional organizations, and so forth.

You are strongly encouraged to address each of these at length in your application.

¹ <http://www.menc.org/publication/books/ethics.html>

² <http://www.nea.org/aboutnea/code.html>

Request for Graduate Internship:
Faculty Assessment Form

Thursday, November 15, 2007

[*Insert student name*] has requested the recommendation of the Music Department to be placed into a Graduate Internship in [*Fall 2004*]. As Department Chair, it is my responsibility to either recommend or deny recommendation to place in a Graduate Internship based upon my judgment and the contributing opinions of the Music Faculty as described in the Music Department Handbook. This procedure is included for your benefit.

Since you are or have been a primary teacher of this student, I am requesting that you complete the attached confidential form and return it to me as soon as possible - preferably within the week. Your comments will be used solely to inform my opinion, and will not be made public or passed on to the student. Upon the request of the student, a review board may be convened to hear a student's appeal of a denied recommendation. This board will have access to your comments as well, but they will again be treated confidentially.

A copy of the student application is included for your reference.

Sincerely,

SAMPLE

Dr. Royce Lumpkin

Music Department Chairperson

UNC-Charlotte

Request for Graduate Internship: Faculty Assessment Form – page 2

STUDENT'S NAME: _____

FACULTY MEMBER'S NAME: _____

DATE: _____

In which course(s) have you taught the student? _____

Please discuss how each of the attributes of *a qualified beginning music teacher* listed below applies to the student (use additional pages as necessary):

I. Musical Development

Musicianship

| | | | | | |
|--------------|---|---|---|--|--|
| | Essentially lacking of basic musicianship skills in areas such conducting, aural skills/Ear training, Theory, History, Pedagogy, etc. | Requires remediation of basic musicianship skills | Basic musicianship skills are generally sound, although there may be an area that will need improvement over the course of a teaching career. | Demonstrates competency in all required basic musicianship skills. | Demonstrates competencies well beyond those required of a beginning music teacher. |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Technical Development

| | | | | | |
|--------------|---|---|---|---|--|
| | Essentially lacking basic technical facility on principal instrument. | Acceptable technical facility on principal instrument yet lacks basic facility on secondary instrument (piano). | Demonstrates acceptable technical facility of principal instrument, and competency on secondary instrument (piano). | Demonstrates mastery of principal instrument, and competency on secondary instrument (piano). | Demonstrates exemplary technique on both principal and secondary instrument (piano). |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Artistic/interpretive skills

| | | | | | |
|--------------|--|---|---|--|---|
| | Plays rigidly and unmusically even after direct instruction to the contrary. | Occasionally employs artistic phrasing, tempo variation, stylistic conventions, (etc), even after directly instructed to do so. | Employs artistic phrasing, tempo variation, stylistic conventions, (etc) consistently when so instructed. | Employs artistic phrasing, tempo variation, stylistic conventions, (etc) consistently when so instructed, and also transfers this instruction to new pieces independently. | Independently: shapes phrases appropriately, employs <i>rubato</i> musically, applies stylistic conventions knowledgeably & consistently, shades tonal color & dynamics to musical effect, uses knowledge of history, theory, form to infuse meaning into performances. |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

II. Conduct

Attitude: This student displays a positive “can-do” demeanor, and possesses an ability to accept coaching or instruction gracefully and gratefully. Overall, their behavior is infused with respectful eagerness.

| | | | | | |
|--------------|-------------------|----------|----------------------------|-------|----------------|
| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Maturity: This students displays appropriate social behaviors – differentiated for circumstances – and the developed ability to reconcile divergent opinions and knowledge.

| | | | | | |
|--------------|-------------------|----------|----------------------------|-------|----------------|
| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Judgment: This student possesses the ability to form sound opinions and make sensible decisions or reliable guesses.

| | | | | | |
|--------------|-------------------|----------|----------------------------|-------|----------------|
| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Ethical Standards: This student understands and adheres to the Ethical Standards widely accepted in music (<http://www.menc.org/publication/books/ethics.html>) and education (<http://www.nea.org/aboutnea/code.html>).

| | | | | | |
|--------------|-------------------|----------|----------------------------|-------|----------------|
| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Dedication: This student is dedicated to the fields of music and education, as evidenced by their activism, professional development efforts, membership in professional organizations, and so forth.

| | | | | | |
|--------------|-------------------|----------|----------------------------|-------|----------------|
| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Not Observed | 1 | 2 | 3 | 4 | 5 |

Comments:

Music Department
Robinson Hall

November 15, 2007

Dr. Christy Luce
Coordinator of Graduate Student Teaching
College of Education

Dear Dr. Luce -

After having solicited the opinions of the Coordinator of Music Education, the student's academic advisor, other knowledgeable Music Department faculty, and/or interested College of Education faculty, I have determined that in their professional opinion Jonathan Dewey possesses the necessary musical, technical, and artistic/interpretive skills needed for a qualified beginning music teacher, and also exemplifies the conduct, attitude, maturity, judgment, ethical standards, and dedication expected in the teaching profession. Therefore, on behalf of the Music Department I may enthusiastically recommend that Jonathan Dewey be entered into the student teaching program.

Sincerely,

Dr. Royce Lumpkin
Music Department Chairman

Cc: Jonathan Dewey, Randy Haldeman